3es multimedia

# Key Stage 3 ICT

## Software Package

## Teacher Guidance

3es multimedia

# Key Stage 3 ICT

## Software Package

# Teacher Guidance

## Contents


1 About this Package 2

2 National Curriculum Levels 3

3 Guidance on Individual Projects 5

4 Mapping Grid 9

5 Assessment Feedback 10

6 Assessment Tracking: User Guide 25

7 A Main Key Skills Solution 27

8 Suggested Schemes of Work 32

9 Package Contents 35



Published by: 3E's Multimedia, Cooks Lane, Kingshurst, Birmingham B37 6NZ. Booklet Revision 1.0 (July 2003).


Copyright ©2003 3E's Enterprises (Trading) Limited.

This KS3 ICT Package contains Macromedia Flash™ Player software by Macromedia, Inc., Copyright © 1995–1999 Macromedia, Inc. All rights reserved. Macromedia and Flash are trademarks of Macromedia, Inc.




©2003 3E's Enterprises (Trading) Limited.

# 1. About this Package

## About the KS3 ICT Software Package

The Key Stage 3 ICT package has been designed in order to create a teachers' guide to delivering ICT to the National Curriculum. It is by no means a teacher replacement. The teachers and students will benefit from working through projects with supporting tutorials that have been specifically designed to encourage students to aim for higher levels in the ICT National Curriculum.

The first stage of the design of this package was to consider the programmes of study and identify the sentences from the level descriptors, which best fit each programme. Once this was decided 15 projects were written to incorporate every level for every programme of study. Mapping grids provided with the package identify the levels that each project incorporates.

The second stage of the design was to consider how ICT is delivered in Key Stage 3 classrooms. Many teachers may choose to teach the software applications discretely and provide tasks or projects as a form of assessment of the students' knowledge of the application. Other teachers prefer to teach project based, introducing applications as and when it becomes necessary within the scenario. The KS3 ICT package caters for both of these approaches as teachers have a choice of 15 projects and 6 software tutorials. The tutorials are stand-alone and provide an interactive approach to learning the basics of each piece of software. The projects include links to the relevant parts of the tutorials to assist as work progresses. Whichever the method of delivery, it is hoped that students would get much enjoyment out of this hands-on approach to ICT lessons and that all levels of ability are catered for.

The third consideration in the design was the method of assessment. The assessment grids offered in the package are fully explained and offer an accurate and timesaving way of assessing, recording and tracking students' progress. These simple spreadsheets record the different levels available for each programme of study, for each project. These levels are averaged to calculate an overall attainment level. As students complete projects and levels are awarded, an overall attainment level is being generated on the final summary sheet. This simple method of awarding level indicators will make students aware of the assessment procedure and will encourage them to aim towards higher attainment levels.

The package includes full information for teachers, offering suggestions for schemes of work, guidance on how other subject areas could incorporate projects into schemes of work, details of how level indicators have been sorted into programmes of study, grids to show which projects include which levels, the assessment tracking grid and its user guide. This teacher aid will improve the attainment levels of ICT students at Key Stage 3 and will change, for the better, the way ICT is taught in the classroom .




©2003 3E's Enterprises (Trading) Limited.

# 2. National Curriculum Levels

National Curriculum Levels – Sorted into Programme of Study Areas

## Knowledge, Skills and Understanding

### Finding Things Out

**Level 1**
Pupils explore information from various sources, showing they know that information exists in different forms.

**Level 2**
Pupils use ICT to organise and classify information and to present their findings. They enter, save and retrieve work.

**Level 3**
Pupils use ICT to save information and to find and use appropriate stored information, following straightforward lines of enquiry.

**Level 4**
Pupils understand the need for care in framing questions when collecting, finding and interrogating information. They interpret their findings, question plausibility and recognise that poor-quality information leads to unreliable results.

**Level 5**
Pupils select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing.

**Level 6**
Pupils develop and refine their work to enhance its quality, using information from a range of sources.

**Level 7**
Pupils combine information from a variety of ICT-based and other sources for presentation to different audiences.

**Level 8**
Pupils independently select appropriate information sources and ICT tools for specific tasks, taking into account ease of use and suitability.

### Developing Ideas and Making Things Happen

**Level 1**
Pupils recognise that many everyday devices respond to signals and instructions. They make choices when using such devices to produce different outcomes.

**Level 2**
Pupils plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations.

**Level 3**
Pupils use ICT to generate, develop, organise and present their work. They use sequences of instructions to control devices and achieve specific outcomes. They make appropriate choices when using ICT-based models or simulations to help them find things out and solve problems.

**Level 4**
Pupils add to, amend and combine different forms of information from a variety of sources. They use ICT systems to control events in a predetermined manner and to sense physical data. They use ICT-based models and simulations to explore patterns and relationships, and make predictions about the consequences of their decisions.

**Level 5**
Pupils create sequences of instructions to control events, and understand the need to be precise when framing and sequencing instructions. They understand how ICT devices with sensors can be used to monitor and measure external events. They explore the effects of changing the variables in an ICT-based model.

**Level 6**
Pupils develop, try out and refine sequences of instructions to monitor, measure and control events, and show efficiency in framing these instructions. They use ICT-based models to make predictions and vary the rules within the models.

**Level 7**
Pupils use ICT to measure, record and analyse physical variables and control events. They design ICT-based models and procedures with variables to meet particular needs. They select and use information systems suited


©2003 3E's Enterprises (Trading) Limited.

to their work in a variety of contexts, translating enquiries expressed in ordinary language into the form required by the system.

**Level 8**
They design successful ways to collect and prepare information for processing. When developing systems that respond to events, they make appropriate use of feedback.

## Exchanging and Sharing Information

**Level 1**
Pupils use ICT to work with text, images and sound to help them share their ideas.

**Level 2**
Pupils use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound.

**Level 3**
Pupils share and exchange their ideas with others.

**Level 4**
They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations. They exchange information and ideas with others in a variety of ways, including using e-mail.

**Level 5**
Pupils use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. They exchange information and ideas with others in a variety of ways, including using e-mail.

**Level 6**
Pupils present their ideas in a variety of ways and show a clear sense of audience. Where necessary, they use complex lines of enquiry to test hypotheses.

**Level 7**

**Level 8**
Pupils design and implement systems for others to use.

## Reviewing, Modifying and Evaluating Work as it Progresses

**Level 1**
They talk about their use of ICT.

**Level 2**
They talk about their experiences of ICT both inside and outside school.

**Level 3**
Pupils describe their use of ICT and its use outside school.

**Level 4**
Pupils compare their use of ICT with other methods and with its use outside school.

**Level 5**
Pupils discuss their knowledge and experience of using ICT and their observations of its use outside school. They assess the use of ICT in their work and are able to reflect critically in order to make improvements in subsequent work.

**Level 6**
Pupils assess the validity of these models by comparing their behaviour with information from other sources. They discuss the impact of ICT on society.

**Level 7**
Pupils identify the advantages and limitations of different information-handling applications. They consider the benefits and limitations of ICT tools and information sources and of the results they produce, and they use these results to inform future judgements about the quality of their work. They take part in informed discussions about the use of ICT and its impact on society.

**Level 8**
Pupils take part in informed discussions about the social, economic, ethical and moral issues raised by ICT.

## Exceptional Performance

Pupils suggest refinements to existing systems and design, implement and document systems for others to use, predicting some of the consequences that could arise from the use of such systems. When discussing their own and others' use of ICT, they use their knowledge and experience of information systems to inform their views on the social, economic, political, legal, ethical and moral issues raised by ICT.


3es multimedia
©2003 3E's Enterprises (Trading) Limited.

# 3. Guidance on Individual Projects

## Guidance for Teachers

### Project 1 – Teen Magazine

Students will be demonstrating their research skills in this particular project. There is online assistance with the different information sources they could use, but they may benefit from a brief discussion on the layout of magazines and addressing their material to the appropriate audience.

As with any research project, students would benefit from a discussion on how to assess the validity of the material. The effects of information being inaccurate or out-of-date can be easily demonstrated with a discussion of the paparazzi and news stories that have hit the press, the integrity of which is doubtful.

The remainder of the project is practical and can be completed with the assistance of the Word tutorial. A class discussion would be useful for students to get ideas for the report in task 3.

| Suggestions for other subject involvement |
|---|
| English – newsletter, fact file on famous writer etc. |
| History – newspaper articles of specific dates in history, fact file on famous person from history |

### Project 2 – Cartoon Competition

This project is very practical in nature and will require students to be able to import images from various applications. They will need to know how to use the picture formatting toolbox to be able to make their imported image from paint, transparent. Students may choose other characters or images for their cartoon from the Internet and will need to know how to copy and paste. These skills are all demonstrated on the online tutorials.

This project is a good basis for a discussion of vector and bitmap images, the difference between the two and the benefits and limitations of working with these different forms of graphics.

For further evidence of exchanging and sharing information, students could display their cartoons to the rest of the class. This works well in a competition setting where the other students award points in terms of the comedy element, the complexity of the main characters design, the story line etc.

| Suggestions for other subject involvement |
|---|
| Art – computer generated cartoon character |
| English – depict a modern day version of an act from Shakespeare or a novel |

### Project 3 – My Bedroom

This project is to gain an understanding of the different types of graphics available and leads nicely into a discussion on vector and bitmap images and the benefits and limitations of each. This could also be an assessment in terms of modelling and computer aided design, particularly if you have a design package available. Students could be asked to take measurements from their bedrooms and create scaled drawings in some form of CAD package.

Students could be made aware of the growing technological breakthroughs occurring in terms of blue chip technology when considering their bedroom of the future. A Tomorrow's World programme may be a good discussion point for this task, which was included to enable students to explore what happens in real and imaginary situations.

| Suggestions for other subject involvement |
|---|
| Design Technology – design of bedroom furniture |
| Maths – creation of scaled drawings |

### Project 4 – Planning a Party

Essentially a spreadsheet exercise, this project will require students to go through the entire process of organising a costing plan for a party. Formulas are required within the spreadsheet to enable the amendments to be made and provide correct and up-to date answers. Once the spreadsheet is created, the price for the tickets will need to be put onto the invitations created in task 2.

As evidence for their folders, students should be encouraged to provide hard copy evidence of their formulas as well as their final spreadsheets and also to record any amendments made to the original table identifying the effects this has made on the overall totals.


©2003 3E's Enterprises (Trading) Limited.

A classroom discussion of the advantages and disadvantages of spreadsheets and their use inside and outside a school setting would be beneficial before task 4 is attempted.

Extra tasks have been provided with this project to enable higher levels to be achieved if this is felt appropriate. The students have essentially created a system that could be used by others and, if documented accordingly, could enable the achievement of level 8. This may need more tailored guidance by the teacher to fit the situation accordingly.

| Suggestions for other subject involvement |
|---|
| Business – creating costing plans and budgets for an event |
| Maths – hypothesis testing and predictions with model data |

## Project 5 – ICT Crossword

This activity is the perfect opportunity to discuss common ICT terms and check knowledge and understanding of the subject. Whether the emphasis is placed on the research or the practical work for this project, students will hopefully be learning some new computing terms, broadening their command of the language. Provide some reading material, for example, computer magazines and reference books to encourage researching with methods other than the Internet. This may lead to interesting discussions on current affairs in the industry and enable higher levels to be considered for reviewing, modifying and evaluating work as it progresses.

This project does not specify the software application to be used and can be completed equally as well in Word, Excel or PowerPoint. The focus can also be changed to map any subject area of the timetable. For example, terminology in mathematics, characters from the plays of Shakespeare etc.

| Suggestions for other subject involvement |
|---|
| English – crossword of spellings and meanings |
| Music – crossword of musical instruments and other terminology |

## Project 6 – Battleships

One of the more challenging projects, this project looks at the other use of the spreadsheet away from financial modelling and requires an understanding of automated procedures, namely macros. The project explores more complicated spreadsheet activities and demonstrates how these tools can be used in a simulation. Depending on the circumstances, it may be easier to demonstrate the setting up of the game allowing students to observe and write notes before attempting the challenge for themselves.

For those students who have managed this activity well, there are further exercises available that will enable them to achieve higher levels and exceptional levels if they choose to create a game of their own and provide thorough documentation. It would be beneficial for the students to see the macrocode generated but they are not required to write their own at this stage. The code, while in edit mode, can be copied and pasted into a Word document as hard copy evidence of their efforts.

| Suggestions for other subject involvement |
|---|
| Maths – could incorporate complex formulas for the games |

## Project 7 – Kingshurst Travel

The students are required to create a spreadsheet solution with the given information. The guidance for this is given in the Excel tutorial. Students must be encouraged to incorporate formulas wherever possible so that changing variables requires little modification to the structure of the table. It is important that hard copy evidence of the original table and the formulas used is provided to demonstrate these skills. Also, any changes made to the spreadsheet can be highlighted. Students should also provide comments as to how the amendments have altered results to demonstrate understanding of the system they have created.

When creating graphical representations of data, emphasis must be placed on what type of graph is used to give an appropriate and accurate reading of the data. The Excel wizard is a tool that students must explore and use to complete a graph to a high standard of presentation.

Additional tasks have been included for students who could achieve higher levels. Guidance on the instruction document and report should be provided in order to achieve higher levels for reviewing, modifying and evaluating work as it progresses.

| Suggestions for other subject involvement |
|---|
| Maths – spreadsheet formulas and graphical representations of data |
| Geography – could include geographical information in the model for the countries |

## Project 8 – My Class

This project requires students to design a data collection form in order to collect information for a system they will go on to create. The data


3es multimedia
©2003 3E's Enterprises (Trading) Limited.

can be collected during lesson time and involves all students talking to one another in order to collect enough information for their database. The project takes them through the simple processes of queries, reports and forms, guidance for this is given in the database tutorial. As with the majority of the projects within this course, the written report can be added to and amended in order that students can achieve higher levels for the evaluation programme of study.

This is a gentle introduction into a database application and requires some discussion as to the purpose and uses of such an application in a school environment and the wider society. Discuss where the students' personal details may already be kept in a database application – for example, a library, sports club, school etc. If this is the first database project to be completed then it would be advisable to go through common terminology used in database management systems, although this is apparent in the tutorial as well.

| **Suggestions for other subject involvement** |
|---|
| PSE – a getting to know your class exercise at the beginning of year 7 |
| Maths – working with heights, weights and measurements |

## Project 9 – Kingshurst Estates

This project explores the use of a database in estate agents. Students are required to extract the relevant data from 'houses for sale' information in order to create the table for the database. Guidance on how to implement this system is given in the database tutorial. Extra discussion is necessary in order that students understand the different fields required in the table design. Students will be querying their database once the design is finalised. For the creation of the forms and reports, students need to think about what kind of information would be suitable and relevant in these two different formats.

Students would benefit from a class discussion on how databases are used in society. To achieve the higher levels for reviewing, modifying and evaluating work as it progresses, extra guidance would be required for the presentation. Students could be encouraged to discuss the effects of using databases on the wider society and discussing ethical issues, including the Data Protection Act, and the moral, economic and legal issues involved in database management systems.

| **Suggestions for other subject involvement** |
|---|
| Maths and Business – handling data and creating a business model |

## Project 10 – ICT in Society

This project is an opportunity for the class to discuss their understanding of the term ICT and their experiences inside and outside of a school environment. The activities work well with small groups of students, delegating tasks and organising themselves in order to have equal distribution of the workload. They need to be aware of the many different information sources available to them and be able to validate any information to ensure that it is accurate and up-to-date. Students will require guidance on interview techniques and assistance with the questions and analysis of the data.

Guidance on the use of PowerPoint is given in the online tutorial. It would be beneficial for the students to see a demonstration of a slideshow to see the styles acceptable in this nature. Encourage students to use bullet points to highlight the main objectives of each slide and discuss the issues rather than reading from the screen or notes. The group may wish to create and issue hand out material to support their presentation.

| **Suggestions for other subject involvement** |
|---|
| History – could be based on a historical view point, could change the focus entirely and ask for the interview to take place with a grandparent to find out about how the way they live has changed etc. |

## Project 11 – Hazards of Smoking

A research project, encouraging students to use their research skills to collect and validate data and create documents to display this information appropriate to an audience. If possible, contact the local surgery and ask if they are interested in any display material. This project links well with PSE material, and may be an opportunity to work on the research of this project in that lesson time as well.

As with the majority of the projects in this pack, with teacher guidance the report can be modified to enable students to achieve higher levels in the review and modify programme of study. This project attempts to get students thinking about the morals of the information superhighway in subjects such as smoking and drug abuse. This could make an interesting debate.

| **Suggestions for other subject involvement** |
|---|
| PSE – encourages discussion on legal and illegal substance abuse |
| Science – medical statistics, effects of smoking on the lungs etc. |


©2003 3E's Enterprises (Trading) Limited.

## Project 12 – Planning a School Trip

This project gives ownership to the students from the outset by getting them to design a system to create a costing sheet for a school trip of their choice. All students may choose a different trip, with different costing information and considerations. All formulas required in the spreadsheet are demonstrated in the spreadsheet tutorial. Encourage students to use formulas throughout their design to ensure that any amendments will be recalculated in the totals. This can be evidenced with a hard copy of the formula view. Students could be asked to predict the outcomes of certain changes before making the alterations to the worksheet.

This project also explores some of the different forms of communication via documentation, letters, memos and emails in particular. Students would benefit from a discussion of the different layouts and styles required for each. There are some examples within the package.

To achieve higher levels, students could complete task 5, which is to create a system for another user along with the user and technical documentation. The setting could be for another class, or even another school, organising a trip. The requirements would be the same, but every consideration when organising a trip would need to be included on the costing template.

| Suggestions for other subject involvement |
| --- |
| Business – creating formulas and graphical representations of data |
| History – narrowing the focus of the trip to be organised e.g. a tour of historical places in the local town, information documentation about these places that will be required for the trip etc. |

## Project 13 – Kingshurst Travel 2

This project explores the use of a database in travel agents. It provides data that requires a system in order to navigate and manipulate the data in order to achieve the project requirements. Guidance for how to implement this system is given in the database tutorial. For the creation of the forms and reports, students need to think about what kind of information would be suitable and relevant in these two different formats.

Students would benefit from a class discussion on how databases are used in society. To achieve the higher levels for reviewing, modifying and evaluating work as it progresses, extra guidance would be required for the presentation. Students could be encouraged to discuss the effects of using databases on the wider society and discussing ethical issues, including the Data Protection Act, and the moral, economic and legal issues involved in database management systems.

| Suggestions for other subject involvement |
| --- |
| Geography – could include geographical information in the database for the countries |

## Project 14 – Car Park Design

The first of two projects based on modelling, this project encourages students to go out and measure an area in order to bring the information back to the computer for processing. The project includes an excellent simulation program that enables students to enter their measurements and model their new design of the car park. There is even a car that can be controlled with the arrow keys to see if the design is a feasible solution.

A lot of evidence can be collected in this project for finding information, as a questionnaire is required. Discussion on questionnaire design and other fact-finding techniques would be beneficial. A look at how data is analysed once collected in this fashion and how spreadsheets can be used to provide useful statistics is necessary. This is a fun way of looking at simulation and modelling and could help achieve high levels in the developing ideas and making things happen programme of study.

| Suggestions for other subject involvement |
| --- |
| Maths – collecting measurements, analysing statistical data in tables and charts |
| Design Technology – creation of the car park model to scale |

## Project 15 – Art Gallery

A challenging project, the art gallery allows students to explore the finer detail of computer technology by looking at how circuits and logic gates work. The project includes a thorough demonstration of the workings of circuit diagrams and explanations on the workings of different sensors, encouraging students to experiment with circuit design within a suitable and interesting scenario.

The project looks at how devices respond to certain events and feedback from the systems. Level 8 can be achieved in the developing ideas programme of study as students will be developing systems that respond to events and they can make appropriate use of the feedback generated from the circuits designed and controlled by the students.

| Suggestions for other subject involvement |
| --- |
| Design Technology – creation of the alarm systems using sensors and circuits |
| Science – understanding sensors, logic gates, and circuit design |




©2003 3E's Enterprises (Trading) Limited.

# 4. Mapping Grid

## Programme of Study

| Project No | Project Title | Finding Things Out | | | | | | | | Developing Ideas and Making Things Happen | | | | | | | | Exchanging and Sharing Information | | | | | | | | Reviewing, Modifying and Evaluating Work as it Progresses | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | Teen Magazine | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | |
| 2 | Cartoon Competition | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| 3 | My Bedroom | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | Planning a Party | | ✓ | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 5 | ICT Crossword | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | | ✓ | ✓ | | |
| 6 | Battleships | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 7 | Kingshurst Travel | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 8 | My Class | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 9 | Kingshurst Estates | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 10 | ICT in Society | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 11 | Hazards of Smoking | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 12 | Planning a School Trip | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 13 | Kingshurst Travel 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 14 | Car Park Design | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | | | | |
| 15 | Art Gallery | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |


©2003 3E's Enterprises (Trading) Limited.

# 5. Assessment Feedback

## Project 1 – Teen Magazine

Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Draft copy of article
- ☐ Final copy of article including:
  - ○ Headers and footers
  - ○ Columns
  - ○ Text
  - ○ Graphics
  - ○ Charts
  - ○ Bullet points or numbering
- ☐ Report on the use of ICT within project
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Have selected reliable information sources for the project
- ☐ Produce a draft copy of newsletter
- ☐ Produce newsletter of good quality that is suited to the audience

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Discuss in your report the use of ICT in this project and it's use outside of school

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Discuss the wider implications of ICT in society

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Discuss the quality of your work and make suggestions for future improvements
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr1assessfb.pdf

©2003 3E's Enterprises (Trading) Limited



©2003 3E's Enterprises (Trading) Limited.

# Project 2 – Cartoon Competition

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Character created in Paint
- ☐ Cartoon slideshow:
  - ○ Own character
  - ○ Clipart
  - ○ Internet images
  - ○ Use of drawing tools
  - ○ Custom animations
  - ○ 15–30 slides
- ☐ Report on the use of ICT within project
- ☐ Evaluation and recommendations
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Have included bitmap and vector images in your cartoon
- ☐ Produce cartoon of good quality that is suited to the audience
- ☐ Provide brief evaluation on the use of ICT in this project

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Present your cartoon to the rest of the class
- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Include in your evaluation a discussion of how you have used ICT in this project and make suggestions for future improvements

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Provide a detailed evaluation discussing the use of ICT outside school

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Provide a tie-break report discussing the benefits and limitations of the ICT tools used
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr2assessfb.pdf

©2003 3E's Enterprises (Trading) Limited

3es multimedia KS3 ICT



©2003 3E's Enterprises (Trading) Limited.

# Project 3 – My Bedroom

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Draft drawings and measurements of bedroom layout
- ☐ Task 1 – Bird's eye view (vector graphics)
- ☐ Task 2 – Two items in more detail (bitmap graphics)
- ☐ Task 3 – Evaluation including comparison of drawing tools
- ☐ Task 4 – Bedroom item of the future
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Have bitmap AND vector drawings
- ☐ Provide a presentation of good quality that is suited to the audience
- ☐ Provide a brief comparison of drawing packages and tools

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Have included draft drawings of your bedroom with measurements
- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Include in your evaluation a discussion of how you have used ICT in this project and make suggestions for future improvements

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Provide a detailed evaluation discussing your use of ICT and a comparison of bitmap and vector images

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Include a discussion on the benefits and limitations of the graphics packages you have used
- ☐ Discuss the quality of your work and suggest future improvements
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

3es multimedia KS3 ICT

File:cdrom:\teacher\documents\pr3assessfb.pdf

©2003 3E's Enterprises (Trading) Limited



©2003 3E's Enterprises (Trading) Limited.

# Project 4 – Planning a Party

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Party invites (at least 4 to a page)
- ☐ Party budget sheet
- ☐ Party budget sheet with formulas
- ☐ Amended party budget sheet
- ☐ Governors report
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Have created appropriate invites that are suited to the audience
- ☐ Have created an appropriate spreadsheet
- ☐ Have incorporated accurate formulas
- ☐ Have made amendments to the spreadsheet to change the results

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Show the formulas that have been used to create the spreadsheet

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Present the project with a front page and contents
- ☐ Discuss the wider implications of ICT in society

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Discuss the quality of your work and make suggestions for future improvements
- ☐ Provide a detailed report for the Governors
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr4assessfb.pdf

©2003 3E's Enterprises (Trading) Limited



©2003 3E's Enterprises (Trading) Limited.

# Project 5 – ICT Crossword

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Crossword:
  - ○ At least 20 clues
  - ○ Graphics
- ☐ Crossword answers
- ☐ Completed friend's crossword
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Have an accurate crossword grid
- ☐ Use a range of sources to gather relevant words
- ☐ Provide a brief evaluation of your own or your friend's crossword

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Include in your evaluation a brief discussion of how you have used ICT in this project and suggestions for future improvements

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Provide a crossword that is well presented and suited to the audience

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Combine text and graphics from various sources to improve the presentation
- ☐ Discuss the quality of your work and make suggestions for future improvements in detail
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr5assessfb.pdf

©2003 3E's Enterprises (Trading) Limited



©2003 3E's Enterprises (Trading) Limited.

# Project 6 – Battleships

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Battleships game
- ☐ Macrocode
- ☐ Report on gaming models and simulations
- ☐ User guide
- ☐ Evaluation and recommendations
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Have the Battleships game template
- ☐ Have good quality Battleships layout that is suited to the audience
- ☐ Provide a brief evaluation comparing the manual method of Battleships

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Provide brief evidence of macrocode for short cut keys
- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Include in your evaluation a discussion of how you have used ICT in this project and make suggestions for future improvements

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Provide a detailed evaluation discussing your use of more complex spreadsheet functions
- ☐ Produce a well presented Battleships game, suited to the audience

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Provide detailed evidence of macrocode and describe how macros have been used in this project
- ☐ Discuss the quality of your work and make suggestions for future improvements
- ☐ Produce a gaming model for others (potential level 8)
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr6assessfb.pdf

©2003 3E's Enterprises (Trading) Limited



©2003 3E's Enterprises (Trading) Limited.

# Project 7 – Kingshurst Travel

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Hard copy of spreadsheet
- ☐ Changes to spreadsheet
- ☐ Hard copy evidence of formulas
- ☐ Appropriate graph:
  - ○ Title
  - ○ Labelled axis
  - ○ Legend (if necessary)
- ☐ Instruction document for the spreadsheet
- ☐ Report on advantages and disadvantages of spreadsheets
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Have created an appropriate spreadsheet
- ☐ Have incorporated accurate formulas
- ☐ Have made amendments to the spreadsheet to change the results

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Have created an appropriate graph from the data
- ☐ Show the formulas that have been used to create the spreadsheet

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Discuss the wider implications of ICT in society

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Discuss the quality of your work and make suggestions for future improvements
- ☐ Provide instructions for other users to be able to use your spreadsheet (potential level 8)
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr7assessfb.pdf

©2003 3E's Enterprises (Trading) Limited

3es multimedia KS3 ICT





©2003 3E's Enterprises (Trading) Limited.

# Project 8 – My Class
## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Data collection
- ☐ Database table
- ☐ Evidence of 8 queries
- ☐ Database reports
- ☐ Form for new class member
- ☐ Report on databases in society
- ☐ Who did what

### NC Levels

To achieve a **level 4** you must:
- ☐ Have created an appropriate database table
- ☐ Present work to a good quality that is suited to the audience

To achieve a **level 5** you must complete all criteria for level 4 AND:
- ☐ Have created appropriate forms for the database
- ☐ Have created appropriate reports from the database
- ☐ Show evidence of queries you have used in the database

To achieve a **level 6** you must complete all criteria for level 4 AND 5 AND:
- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Discuss the wider implications of ICT in society

To achieve a **level 7** you must complete all criteria for level 4 AND 5 AND 6 AND:
- ☐ Discuss the quality of your work and make suggestions for future improvements
- ☐ Provide detailed evaluation including discussion on the benefits and limitations of using ICT in this project
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**
4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr8assessfb.pdf
©2003 3E's Enterprises (Trading) Limited

# Project 9 – Kingshurst Estates

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Database of houses on the market
- ☐ Database queries
- ☐ Database forms
- ☐ Database reports
- ☐ Advantages and disadvantages of databases
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Have a database containing house details
- ☐ Provide a brief discussion on the advantages and disadvantages of using databases and their use in society

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Provide well designed forms
- ☐ Provide well designed reports

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Perform hypothesis testing and provide well presented query reports
- ☐ Provide a detailed evaluation discussing the advantages and disadvantages

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Explain queries and how they have been designed
- ☐ Provide detailed evaluation including a discussion on the benefits and limitations of using ICT in this project
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr9assessfb.pdf

©2003 3E's Enterprises (Trading) Limited



©2003 3E's Enterprises (Trading) Limited.

# Project 10 – ICT in Society

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Brainstorm
- ☐ Research materials from one area in society
- ☐ Interview questions and analysis of answers
- ☐ Presentation slide show:
  - ○ Accompanying notes
  - ○ Hand out materials
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Have used information from a variety of sources
- ☐ Use well structured interview questions
- ☐ Prepare and deliver your presentation

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Prepare a presentation well suited to the audience

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Discuss the wider implications of ICT in society

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Combine information from different sources within your presentation
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr10assessfb.pdf

©2003 3E's Enterprises (Trading) Limited



©2003 3E's Enterprises (Trading) Limited.

# Project 11 – Hazards of Smoking

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Evidence of different information sources used
- ☐ Doctors surgery poster
- ☐ Doctors surgery leaflet:
  - ○ Statistics
  - ○ Medical information
  - ○ Trends
- ☐ Smoking report
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Have selected reliable information sources for your project
- ☐ Produce a poster of good quality that is suited to the audience
- ☐ Produce a leaflet of good quality that is suited to the audience

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Complete a well presented project, including a front cover and contents page

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Complete a detailed report discussing the issues of smoking
- ☐ Discuss the wider implications of ICT in society

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Discuss the quality of your work and make suggestions for future improvements
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr11assessfb.pdf

©2003 3E's Enterprises (Trading) Limited



©2003 3E's Enterprises (Trading) Limited.

# Project 12 – Planning a School Trip

Assessment Feedback

**Student Name:** **Tutor Group:**

## Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Spreadsheet showing considerations and costings for the proposed trip
- ☐ Evidence of amendments to spreadsheet
- ☐ Formula view of spreadsheet
- ☐ Letter to parents
- ☐ Memo to tutors
- ☐ Evidence of email to rest of class (optional)
- ☐ Trip Management System (optional)
- ☐ Who did what

## NC Levels

To achieve a ***level 4*** you must:

- ☐ Have created appropriate letters and memos that are suited to the audience
- ☐ Have created an appropriate spreadsheet
- ☐ Have incorporated accurate formulas
- ☐ Have made amendments to the spreadsheet to change the results

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Show the formulas that have been used to create the spreadsheet

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Discuss the wider implications of ICT in society

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Discuss the quality of your work and make suggestions for future improvements
- ☐ Have included the entire project checklist detailed above (complete options in check list for a potential level 8)

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr12assessfb.pdf

©2003 3E's Enterprises (Trading) Limited



©2003 3E's Enterprises (Trading) Limited.

# Project 13 – Kingshurst Travel 2

Assessment Feedback

**Student Name:** **Tutor Group:**

## Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Hard copy of table
- ☐ Changes to table structure
- ☐ Hard copy evidence of queries
- ☐ Two forms:
  - ○ Explanation of forms
- ☐ Two reports:
  - ○ Explanation of reports
- ☐ Presentation
- ☐ Who did what

## NC Levels

To achieve a ***level 4*** you must:

- ☐ Have created an appropriate database table
- ☐ Have made amendments to the database
- ☐ Present work to a good quality that is suited to the audience

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Have created appropriate forms for the database
- ☐ Have created appropriate reports from the database
- ☐ Show evidence of queries you have used in the database

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Discuss the wider implications of ICT in society

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Discuss the quality of your work and make suggestions for future improvements
- ☐ Provide a high quality presentation describing the use of your database, and ensure it is suitable for the audience (potential level 8)
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr13assessfb.pdf

©2003 3E's Enterprises (Trading) Limited

3es multimedia KS3 ICT





©2003 3E's Enterprises (Trading) Limited.

# Project 14 – Car Park Design

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Data collection form
- ☐ Questionnaire
- ☐ Draft measurements of present car park
- ☐ Report:
  - ○ Statistical analysis
  - ○ Design plans
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Provide a well designed data collection form
- ☐ Provide a well designed questionnaire
- ☐ Provide a design for the new car park

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Provide drafts which show different car park models
- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Include in your evaluation a discussion of how you have used ICT in this project

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Discuss the use of ICT outside school in computer aided design

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Discuss the quality of your work and make suggestions for future improvements
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr14assessfb.pdf

©2003 3E's Enterprises (Trading) Limited



©2003 3E's Enterprises (Trading) Limited.

# Project 15 – Art Gallery

## Assessment Feedback

**Student Name:** **Tutor Group:**

### Checklist

- ☐ Front page
- ☐ Contents page
- ☐ Explaining circuit diagrams
- ☐ Designing circuits
- ☐ Report on sensors and logic gates
- ☐ Evaluation and recommendations
- ☐ Who did what

### NC Levels

To achieve a ***level 4*** you must:

- ☐ Demonstrate an understanding of sensors and logic circuits
- ☐ Successfully create at least one logic circuit

To achieve a ***level 5*** you must complete all criteria for level 4 AND:

- ☐ Explain circuit diagrams to a high level of understanding
- ☐ Complete a well presented project, including a front cover and contents page
- ☐ Include in your evaluation a discussion of how you have used ICT in this project

To achieve a ***level 6*** you must complete all criteria for level 4 AND 5 AND:

- ☐ Design your own circuits to a high level of understanding

To achieve a ***level 7*** you must complete all criteria for level 4 AND 5 AND 6 AND:

- ☐ Discuss the quality of your work and make suggestions for future improvements
- ☐ Produce your own circuits suited for the purpose (potential level 8)
- ☐ Have included the entire project checklist detailed above

**Handed in on time?** YES ☐ NO ☐

**Merit Awarded?** YES ☐ NO ☐

**Level Achieved**

4 ☐
5 ☐
6 ☐
7 ☐

**Comment**

File:cdrom:\teacher\documents\pr15assessfb.pdf

©2003 3E's Enterprises (Trading) Limited

3es multimedia KS3 ICT





©2003 3E's Enterprises (Trading) Limited.

# 6. Assessment Tracking Grid: User Guide

## Assessment Tracking Grid – User Guidelines

### Introduction

The spreadsheet template for assessment has been designed to calculate and store grades achieved for the projects in the KS3 ICT package. This simple tracking grid works out accurately the levels achieved for each programme of study, providing a grade for each project and mapping this level to a summary grid for each student.

An understanding of the method of assessment designed for this package is required before attempting to get to grips with the spreadsheet template. The National Curriculum for ICT is organised into four programmes of study:

- Finding Things Out
- Developing Ideas and Making Things Happen
- Exchanging and Sharing Information
- Reviewing, Modifying and Evaluating Work as it Progresses

The National Curriculum also provides a description of the knowledge and skills required for each level from 1 to 7. These descriptions have been sorted into the relevant programme of study. For a list of the programmes of study and the levels within each, see the 'NC Levels.doc' document.

The 15 projects within this package incorporate a range of these levels. The 'Mapping Grid.xls' document shows which levels are achievable in each project.

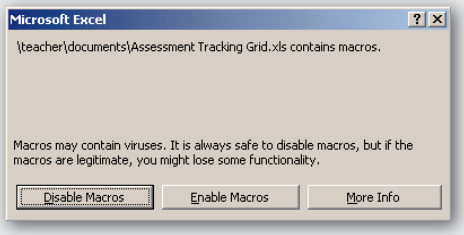
### The Tracking Grid

The spreadsheet template comprises the following three worksheets:

- Project Assessment Grids
- Summary of Assessment
- POS

### Setting Up the Tracking Grid

When the spreadsheet is opened you will be asked whether to enable or disable the macros. You will see a dialog box similar to the one on the right. Select 'Enable Macros'.


Microsoft Excel
\teacher\documents\Assessment Tracking Grid.xls contains macros.
Macros may contain viruses. It is always safe to disable macros, but if the macros are legitimate, you might lose some functionality.
Disable Macros
Enable Macros
More Info

The templates are designed to include thirty-five students to a class. If you are running this package for more than one class, it is important to make the appropriate number of copies of this template in a suitable area on your system. One template is required per class.

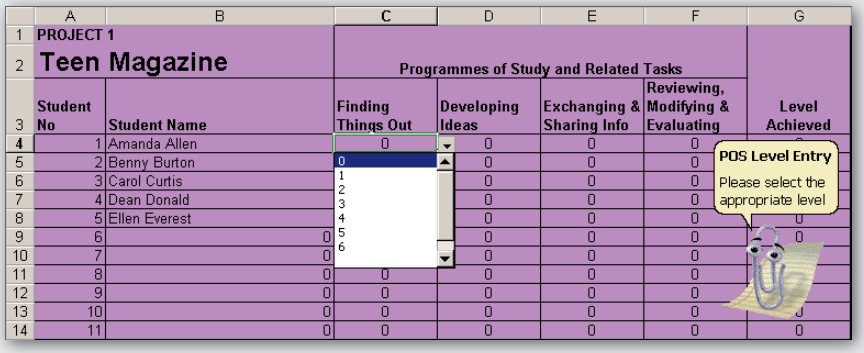
Enter the names of your class onto the Summary of Assessment. These names will automatically be copied onto the Project Assessment Grids for each project.

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | SUMMARY OF ASSESSMENT | | | | | | | | | | | | | | | | | | |
| 2 | Student No | Student Name | Project 1 | Project 2 | Project 3 | Project 4 | Project 5 | Project 6 | Project 7 | Project 8 | Project 9 | Project 10 | Project 11 | Project 12 | Project 13 | Project 14 | Project 15 | Total Projects Completed | Overall Level |
| 3 | 1 | Amanda Allen | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 4 | 2 | Benny Burton | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 5 | 3 | Carol Curtis | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 6 | 4 | Dean Donald | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 7 | 5 | Ellen Everest | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 8 | 6 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 9 | 7 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |


©2003 3E's Enterprises (Trading) Limited.

## Recording Levels on the Tracking Grid

Each project table on the Project Assessment Grid has been designed to show the levels achievable for each programme of study for each project in drop down boxes.




Once the levels have been identified for a student, the level achieved for that project is calculated as the average of these scores.

| | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|
| 1 | PROJECT 1 | | | | | | |
| 2 | Teen Magazine | | Programmes of Study and Related Tasks | | | | |
| 3 | Student No | Student Name | Finding Things Out | Developing Ideas | Exchanging & Sharing Info | Reviewing, Modifying & Evaluating | Level Achieved |
| 4 | 1 | Amanda Allen | 3 | 4 | 5 | 3 | 4 |
| 5 | 2 | Benny Burton | 0 | 0 | 0 | 0 | 0 |
| 6 | 3 | Carol Curtis | 0 | 0 | 0 | 0 | 0 |
| 7 | 4 | Dean Donald | 0 | 0 | 0 | 0 | 0 |
| 8 | 5 | Ellen Everest | 0 | 0 | 0 | 0 | 0 |
| 9 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 9 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| 14 | 11 | 0 | 0 | 0 | 0 | 0 | 0 |

In the example above, Amada Allen has achieved a level 4 for the Teen Magazine project.

This score is copied to the Summary of Assessment.

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | SUMMARY OF ASSESSMENT | | | | | | | | | | | | | | | | | | |
| 2 | Student No | Student Name | Project 1 | Project 2 | Project 3 | Project 4 | Project 5 | Project 6 | Project 7 | Project 8 | Project 9 | Project 10 | Project 11 | Project 12 | Project 13 | Project 14 | Project 15 | Total Projects Completed | Overall Level |
| 3 | 1 | Amanda Allen | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 |
| 4 | 2 | Benny Burton | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 5 | 3 | Carol Curtis | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 6 | 4 | Dean Donald | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 7 | 5 | Ellen Everest | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 8 | 6 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |
| 9 | 7 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | #DIV/0! |

As students complete projects and are awarded levels, the Summary of Assessment will provide an overall achievement level for each student.

## POS

The level descriptors have been outlined in the relevant programme of study on the third worksheet for your information. Not all levels are applicable for each project. For further information on the ICT National Curriculum – www.nationalcurriculum.org.uk



3es multimedia
©2003 3E's Enterprises (Trading) Limited.

# 7. A Main Key Skills Solution

## A Main Key Skills Solution

The Key Skills Qualification (levels 1 – 4) recognises the achievement of all three main key skills units of communication, application of number and information technology. The QCA Key Skills units were revised in 2000, encouraging candidates to signpost all key skills which are now simpler, easier to understand and more manageable. The new specifications are addressed to the candidates and the amount of portfolio evidence required is considerably reduced. In order for a qualification to be achieved, candidates must pass both an internal assessment and an external assessment (which is set and marked externally) for each of the units. The internal assessment is based on a portfolio collected from day-to-day work, studies and other activities.

The projects written for the KS3 ICT package not only encourage students to demonstrate levels of attainment matched to the National Curriculum, they also develop a number of the skills required for communication, IT, and application of number for Key Skills level 2. Although not a complete solution, with clear signposting and documentation, it is possible to gain a considerable amount of evidence for these qualifications. A further two projects have been written and are included in this document in order to offer a total solution for Main Key Skills level 2.

## The Key Skills Units

### Communication

This key skill is about speaking, listening, reading and writing.

**C2.1a**

Contribute to a discussion about a straightforward subject.

- Make clear and relevant contribution in a way that suits your purpose and situation;
- Listen and respond appropriately to what others say; and
- Help to move the discussion forward.

**C2.1b**

Give a short talk about a straightforward subject, using an image.

- Speak clearly in a way that suits your subject, purpose and situation;
- Keep to the subject and structure your talk to help listeners follow what you are saying; and
- Use an image to clearly illustrate your main points.

**C2.2**

Read and summarise information from TWO extended documents about a straightforward subject. One of the documents should include at least ONE image.

- Select and read relevant material;
- Identify accurately the lines of reasoning and main points from text and images; and
- Summarise the information to suit your purpose.

**C2.3**

Write TWO different types of documents about straightforward subjects One piece of writing should be an extended document and include at least ONE image.

- Present relevant information in an appropriate form;
- Use a structure and style of writing to suit your purpose; and
- Ensure text is legible and that spelling, punctuation and grammar are accurate, so your meaning is clear.

### Application of Number

This key skill is about interpreting information to do with numbers, doing calculations and presenting your findings.

**N2.1**

Interpret information from TWO different sources, including material containing a graph

- Choose how to obtain the information needed to meet the purpose of your activity;
- Obtain the relevant information; and
- Select appropriate methods to get the results you need.

**N2.2**

Carry out calculations to do with: a) amounts and sizes; b) scales and proportion; c) handling statistics; d) using formulae.

- Carry out calculations, clearly showing your methods and levels of accuracy; and
- Check your methods to identify and correct any errors, and make sure your results make sense.

**N2.3**

Interpret the results of your calculations and present your findings. You must use at least ONE graph, ONE chart and ONE diagram.


©2003 3E's Enterprises (Trading) Limited.

- Select effective ways to present your findings;
- Present your findings clearly and describe your methods; and
- Explain how the results of your calculations meet the purpose of your activity.

## Information Technology

This key skill is about using a computer to find, explore, develop and present information, including text, numbers and images.

**IT2.1**

Search for and select information for TWO different purposes.

- Identify the information you need and suitable sources;
- Carry out effective searches; and
- Select information that is relevant to your purpose.

**IT2.2**

Explore and develop information, and derive new information, for TWO different purposes.

- Enter and bring together information using formats that help development;
- Explore information as needed for your purpose; and
- Develop information and derive new information as appropriate.

**IT2.3**

Present combined information for TWO different purposes. Your work must include at least ONE example of text, ONE example of images and ONE example of numbers.

- Select and use appropriate layouts for presenting combined information in a consistent way;
- Develop the presentation to suit your purpose and the types of information; and
- Ensure your work is accurate, clear and saved appropriately.

**Key Skills Level 2 Tracking Grid**

Student Name:_____ Tutor Group:_____

| Date | Project Completed | Key Skills Achieved – insert page number where evidence can be found | | | | | | | | | | Teachers Signature | Comment |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | C2.1a | C2.1b | C2.2 | C2.3 | N2.1 | N2.2 | N2.3 | IT2.1 | IT2.2 | IT2.3 | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

Page ____ of ____



3es multimedia
©2003 3E's Enterprises (Trading) Limited.

## Key Skills Project 1 - The Book Club

### Scenario

You are a member of a local book club that meets up once a month to discuss authors, and novels/short stories you have researched and read. You have volunteered to deliver a presentation to the rest of the group on a book you have read recently and its author. You may choose to base this project on a book you have recently read for your English classes.

### Task 1

Decide which book and author you would like to discuss to present to the rest of the book club (your class). Using a variety of sources of information (make sure you have read the book/short story for a start!), collect research material for your project.
*IT2.1*

### Task 2

Write a summary of the main points from the short story. Include a discussion of central themes, for example power struggle, jealousy or revenge etc.

Discuss the characters, are they stereotypical or are they surprising? What point or message is the author trying to put across to the reader?

Ensure that your summary identifies the genre.
*C2.2*

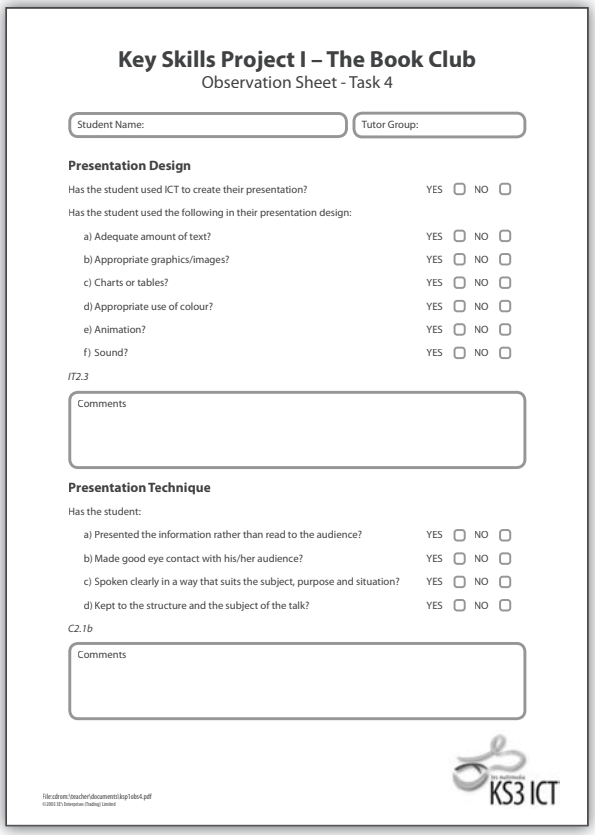
### Task 3

Using the research material gathered in task 1, create your slideshow presentation of approximately 10 slides. Include relevant text, graphical images, and tables and charts if appropriate. It is important that your slides do not contain too much information and are used as a guide for the discussion. You will need to consider slide transitions, custom animations and timings for the delivery of the presentation.

Your presentation may include the following sub titles:
a) About the author
b) Information about books, novels and movies if applicable
c) A summary of the book
d) A bibliography showing where you found your research information
*IT2.3*

### Task 4

Find an appreciative audience and deliver your presentation. Remember not to read from your slides, this is just a guide. You will be filling in the information in the delivery of your speech. PowerPoint has a facility to write extra notes next to each slide. This may be useful preparation. Good Luck!
*C2.1b, C2.2, IT2.3*



**Key Skills Project I – The Book Club**
Observation Sheet - Task 4

Student Name: | Tutor Group:

**Presentation Design**

Has the student used ICT to create their presentation? YES ☐ NO ☐

Has the student used the following in their presentation design:

a) Adequate amount of text? YES ☐ NO ☐
b) Appropriate graphics/images? YES ☐ NO ☐
c) Charts or tables? YES ☐ NO ☐
d) Appropriate use of colour? YES ☐ NO ☐
e) Animation? YES ☐ NO ☐
f) Sound? YES ☐ NO ☐

*IT2.3*

Comments

**Presentation Technique**

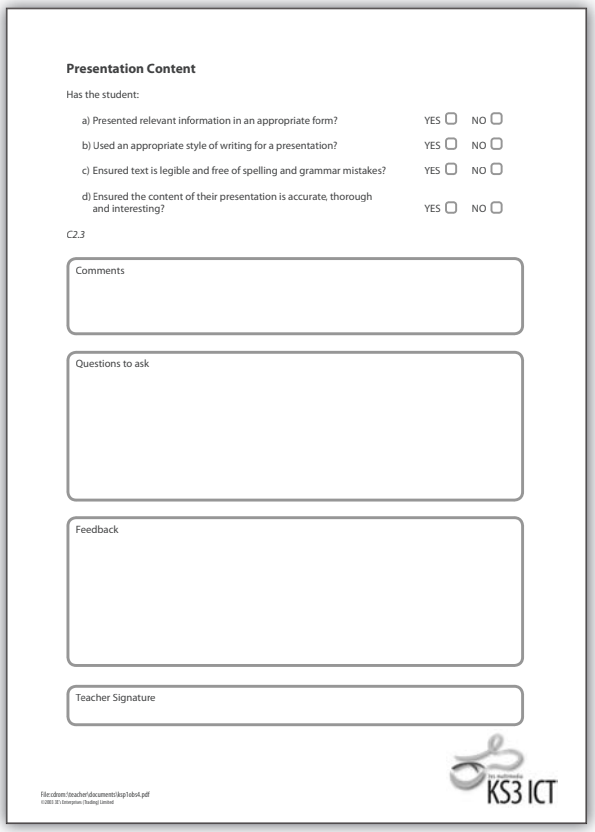
Has the student:

a) Presented the information rather than read to the audience? YES ☐ NO ☐
b) Made good eye contact with his/her audience? YES ☐ NO ☐
c) Spoken clearly in a way that suits the subject, purpose and situation? YES ☐ NO ☐
d) Kept to the structure and the subject of the talk? YES ☐ NO ☐

*C2.1b*

Comments

KS3 ICT



**Presentation Content**

Has the student:

a) Presented relevant information in an appropriate form? YES ☐ NO ☐
b) Used an appropriate style of writing for a presentation? YES ☐ NO ☐
c) Ensured text is legible and free of spelling and grammar mistakes? YES ☐ NO ☐
d) Ensured the content of their presentation is accurate, thorough and interesting? YES ☐ NO ☐

*C2.3*

Comments

Questions to ask

Feedback

Teacher Signature

KS3 ICT


©2003 3E's Enterprises (Trading) Limited.

## Key Skills Project 2 - Endangered Species Awareness

**Scenario**

You work for an organisation called ESA (Endangered Species Awareness). Your work involves working in the local community and local schools to bring awareness of endangered species and to arrange fundraising in order to support organisations that attempt to monitor and control environments and animals under threat.

Endangered species are species that are under threat because of a variety of factors including destruction of habitat, overexploitation, pollution, disease and the introduction of exotic species. Examples of endangered species include the Fruit Bat, the Monarch Butterfly, Jaguars, Dingoes, Lemurs, Asian Elephants and Lowland Gorillas. Endangered species exist all over the world and although there are specific measures being carried out to help them, the universal problem cannot be solved until humans learn to protect all natural environments.

**Task 1**

Using a range of information sources (at least one extended document) research TWO endangered species of your choice. Write a report, which includes details about their natural habitat, characteristics and reasons for their decline in numbers.

*C2.2, IT2.1*

**Task 2**

Choose ONE of your endangered species and prepare an information pack that could be distributed to local schools and colleges to bring awareness to the threats these species face and what steps can be taken by the community to offer assistance. You may include documents such as leaflets, posters, information resources (i.e. a list of website addresses that provide further information) etc.

*IT2.1, IT2.2, IT2.3*

**Task 3**

With the other endangered species chosen for task 1, provide a statistical analysis that highlights the rapid decline in their numbers. You must provide in this document at least ONE chart, ONE graph and ONE diagram.

*N2.1, N2.3*

**Task 4**

A local zoo has requested your help in designing a new enclosure for a young gorilla family, which consists of two adult gorillas and their two offspring.

The space available in the zoo is a rectangle of 20m by 16m. A quarter of this area must be covered in foliage to offer protection and food and resemble in some way their natural habitat. The enclosure must have a height of at least 7m. You will need to design a playing area for the playful baby gorillas and allow enough space for exercise.

a) Firstly you must research the types of foliage, which would be most suitable for this enclosure and would be safe for the gorillas.
b) Using either graph paper or a computer aided design package, design a play area for the young gorillas to play in. Your drawings must be to scale to ensure that the design will fit comfortably in the enclosure.
c) Using either graph paper or a computer aided design package, produce a scaled drawing of the enclosure including a covered area which may comprise of raised platforms for the gorillas to nest in, and play areas with your designs created in task 4b.

*N2.2 (a and b)*





©2003 3E's Enterprises (Trading) Limited.

## Key Skills Tracking Grid - KS3 ICT Projects/Key Skills Level 2 Projects

| Project No | Project Title | C2.1a | C2.1b | C2.2 | C2.3 | N2.1 | N2.2 a | N2.2b | N2.2c | N2.2d | N2.3 | IT2.1 | IT2.2 | IT2.3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Teen Magazine | | | | ❸ | | | | | | | ❶ | ❷ | ❷ |
| 2 | Cartoon Competition | | ❹ | | ❺ | | | | | | | | | |
| 3 | My Bedroom | | | | | | ❶ | | | | | | | |
| 4 | Planning a Party | | | | ❹❺ | | ❸ | ❸ | ❸ | ❶❸ | | | | ❷ |
| 5 | ICT Crossword | ❺ | | | | | | | | | | ❶ | ❷ | ❸❹ |
| 6 | Battleships | ❺ | | ❸ | ❷❸ | | | | | | | | ❹ | |
| 7 | Kingshurst Travel | | | | ❺❻ | | | | ❸ | ❶ | ❹ | | | |
| 8 | My Class | | | | ❹❻ | | | | ❸ | | | | | ❶❷ |
| 9 | Kingshurst Estates | | | | ❹❺ | | | | ❷ | | | | ❶ | |
| 10 | ICT in Society | ❶❸ | ❹ | | | | | | | | | ❷ | | |
| 11 | Hazards of Smoking | | | | ❹ | | | | | | | ❶ | | ❷❸ |
| 12 | Planning a School Trip | | ❺ | | ❸❹ | | | | | ❶❷ | | | | ❺ |
| 13 | Kingshurst Travel 2 | | ❺ | | | | | | ❸ | | | | | |
| 14 | Car Park Design | | | | ❹ | | | ❸ | | | | | ❶ | |
| 15 | Art Gallery | | | | ❸ | | | | | | | | | |
| KS P 1 | The Book Club | | ❹ | ❷❹ | | | | | | | | ❶ | | ❸❹ |
| KS P2 | Endangered Species | | | ❶ | | ❸ | ❹ | ❹ | | | ❸ | ❷ | ❷ | ❷ |

❶ : task number within project covering key skill


©2003 3E's Enterprises (Trading) Limited.

# 8. Suggested Schemes of Work

## Suggested Schemes of Work for Key Stage 3

### Year 7 – Suggested Scheme of Work

| Week No. | Project | Software Applications | Additional Resources |
|---|---|---|---|
| 1 | Introduction to the IT department | | |
| 2 | Introduction to the KS3 ICT package | | |
| 3 | Teen Magazine (1) | Word , Internet, Encarta | Additional information sources, example magazines |
| 4 | Teen Magazine (2) | | |
| 5 | Teen Magazine (3) | | |
| 6 | Teen Magazine (4) | | |
| 7 | Teen Magazine (5) | | |
| 8 | Half Term | | |
| 9 | Cartoon Competition (1) | Paint, PowerPoint, Internet, Clip Art, Encarta | Digital cameras, scanners for photos or pictures |
| 10 | Cartoon Competition (2) | | |
| 11 | Cartoon Competition (3) | | |
| 12 | Cartoon Competition (4) | | |
| 13 | Cartoon Competition (5) | | |
| 14 | Cartoon Competition (6) | | |
| 15 | Cartoon Competition (7) | | |
| 16 | Cartoon Competition (8) | | |
| 17 | Christmas Holiday | | |
| 18 | Christmas Holiday | | |
| 19 | Modelling | | |
| 20 | | | |
| 21 | | | |
| 22 | | | |
| 23 | | | |
| 24 | | | |
| 25 | Half Term | | |
| 26 | My Class (1) | Word, Access | Example data collection forms, weighing scales, meter sticks for measurements |
| 27 | My Class (2) | | |
| 28 | My Class (3) | | |
| 29 | My Class (4) | | |
| 30 | My Class (5) | | |
| 31 | My Class (6) | | |
| 32 | My Class (7) | | |
| 33 | Easter Holiday | | |
| 34 | Easter Holiday | | |
| 35 | ICT Crossword (1) | Internet, Encarta, Excel or Word | Information sources, example crosswords |
| 36 | ICT Crossword (2) | | |
| 37 | ICT Crossword (3) | | |
| 38 | ICT Crossword (4) | | |
| 39 | Half Term | | |
| 40 | Modelling/spreadsheet | | |
| 41 | | | |
| 42 | | | |
| 43 | | | |
| 44 | | | |
| 45 | | | |
| 46 | | | |




©2003 3E's Enterprises (Trading) Limited.

## Year 8 – Suggested Scheme of Work

| Week No. | Project | Software Applications | Additional Resources |
|---|---|---|---|
| 1 | ICT in Society (1) | Internet, PowerPoint | Information sources, magazine/newspaper articles |
| 2 | ICT in Society (2) | | |
| 3 | ICT in Society (3) | | |
| 4 | ICT in Society (4) | | |
| 5 | ICT in Society (5) | | |
| 6 | ICT in Society (6) | | |
| 7 | ICT in Society (7) | | |
| 8 | Half Term | | |
| 9 | Estate Agents (1) | Access, Word, Internet | Property guides |
| 10 | Estate Agents (2) | | |
| 11 | Estate Agents (3) | | |
| 12 | Estate Agents (4) | | |
| 13 | Estate Agents (5) | | |
| 14 | Estate Agents (6) | | |
| 15 | Estate Agents (7) | | |
| 16 | Estate Agents (8) | | |
| 17 | Christmas Holiday | | |
| 18 | Christmas Holiday | | |
| 19 | Hazards of Smoking (1) | Internet, Word or PowerPoint | Leaflets from Doctors |
| 20 | Hazards of Smoking (2) | | |
| 21 | Hazards of Smoking (3) | | |
| 22 | Hazards of Smoking (4) | | |
| 23 | Hazards of Smoking (5) | | |
| 24 | Hazards of Smoking (6) | | |
| 25 | Half Term | | |
| 26 | Planning a School Trip (1) | Excel, PowerPoint, Word | Information on visits and trips |
| 27 | Planning a School Trip (2) | | |
| 28 | Planning a School Trip (3) | | |
| 29 | Planning a School Trip (4) | | |
| 30 | Planning a School Trip (5) | | |
| 31 | Planning a School Trip (6) | | |
| 32 | Planning a School Trip (7) | | |
| 33 | Easter Holiday | | |
| 34 | Easter Holiday | | |
| 35 | Modelling | | |
| 36 | | | |
| 37 | | | |
| 38 | | | |
| 39 | Half Term | | |
| 40 | Kingshurst Travel Spreadsheet (1) | Excel, Word, Internet | Travel brochures |
| 41 | Kingshurst Travel Spreadsheet (2) | | |
| 42 | Kingshurst Travel Spreadsheet (3) | | |
| 43 | Kingshurst Travel Spreadsheet (4) | | |
| 44 | Kingshurst Travel Spreadsheet (5) | | |
| 45 | Kingshurst Travel Spreadsheet (6) | | |
| 46 | Kingshurst Travel Spreadsheet (7) | | |


©2003 3E's Enterprises (Trading) Limited.

## Year 9 – Suggested Scheme of Work

| Week No. | Project | Software Applications | Additional Resources |
|---|---|---|---|
| 1 | Modelling | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | Half Term | | |
| 9 | Planning a Party (1) | Excel, Word | Party invitations |
| 10 | Planning a Party (2) | | |
| 11 | Planning a Party (3) | | |
| 12 | Planning a Party (4) | | |
| 13 | Planning a Party (5) | | |
| 14 | Planning a Party (6) | | |
| 15 | Planning a Party (7) | | |
| 16 | Planning a Party (8) | | |
| 17 | Christmas Holiday | | |
| 18 | Christmas Holiday | | |
| 19 | My Bedroom (1) | Paint, Word or PowerPoint CAD package if available | Graph paper, magazines, suitable TV programmes |
| 20 | My Bedroom (2) | | |
| 21 | My Bedroom (3) | | |
| 22 | My Bedroom (4) | | |
| 23 | My Bedroom (5) | | |
| 24 | My Bedroom (6) | | |
| 25 | Half Term | | |
| 26 | Kingshurst Travel 2 Database (1) | Access, Word, PowerPoint, Internet | Travel brochures |
| 27 | Kingshurst Travel 2 Database (2) | | |
| 28 | Kingshurst Travel 2 Database (3) | | |
| 29 | Kingshurst Travel 2 Database (4) | | |
| 30 | Kingshurst Travel 2 Database (5) | | |
| 31 | Kingshurst Travel 2 Database (6) | | |
| 32 | Kingshurst Travel 2 Database (7) | | |
| 33 | Easter Holiday | | |
| 34 | Easter Holiday | | |
| 35 | Modelling | | |
| 36 | | | |
| 37 | | | |
| 38 | | | |
| 39 | Half Term | | |
| 40 | Battleships (1) | Excel, Word | Example games, Connect 4, 0's and X's, Battleships |
| 41 | Battleships (2) | | |
| 42 | Battleships (3) | | |
| 43 | Battleships (4) | | |
| 44 | Battleships (5) | | |
| 45 | Battleships (6) | | |
| 46 | Battleships (7) | | |





©2003 3E's Enterprises (Trading) Limited.

# 9. Package Contents

## Overview

**Projects**
- Project 1 – Teen Magazine
- Project 2 – Cartoon Competition
- Project 3 – My Bedroom
- Project 4 – Planning a Party
- Project 5 – ICT Crossword
- Project 6 – Battleships
- Project 7 – Kingshurst Travel
- Project 8 – My Class
- Project 9 – Kingshurst Estates
- Project 10 – ICT in Society
- Project 11 – Hazards of Smoking
- Project 12 – Planning a School Trip
- Project 13 – Kingshurst Travel 2
- Project 14 – Car Park Design
- Project 15 – Art Gallery

**Tutorials**
- Word Tutorial
- Spreadsheet Tutorial
- Database Tutorial
- Paint Tutorial
- Presentation Tutorial
- Internet Tutorial

**Help Section**
**Teacher Guidance Section**
**Credits**

## Project Breakdown

**Project 1 – Teen Magazine**
Task 1: Research your Pop Star
- Information sources

Task 2: Prepare your Fact File
- Pop star fact file template
- Pop star fact file example

Task 3: ICT Report
Print Task Sheet

**Project 2 – Cartoon Competition**
Task 1: Character Design
Task 2: Slideshow Design
- Pinny the ballerina

Task 3: ICT Report
Task 4: Class Competition
- Observation sheet

Task 5: Methods and Improvements
Print Task Sheet

**Project 3 – My Bedroom**
Task 1: Bird's Eye View
- Bird's eye view of a bedroom

Task 2: Drawing with Detail
- Items in my bedroom

Task 3: Benefits and Limitations
Task 4: Future Bedroom
- Futuristic items in my bedroom

Print Task Sheet

**Project 4 – Planning a Party**
Task 1: Spreadsheet Design
- Party budget plan example

Task 2: Make your Invitation
- Ticket example

Task 3: Spreadsheet Changes
Task 4: ICT Report
Task 5: User Manual
Print Task Sheet

**Project 5 – ICT Crossword**
Task 1: Get your Words
- Information sources

Task 2: Design your Crossword
- Pele's crossword

Task 3: Relevant Graphics
Task 4: The Answer
Task 5: Comparing Crosswords
Print Task Sheet

**Project 6 – Battleships**
Task 1: Create a Battleships Game
- Battleships tutorial
- Step by step guide to setting up the battleships model

Task 2: Games in Society
- Information sources

Task 3: Evaluate your Project
Task 4: Design a Game
Task 5: Test the Game
Print Task Sheet

**Project 7 – Kingshurst Travel**
Task 1: Spreadsheet Design
- Resort information

Task 2: Spreadsheet Changes
Task 3: Spreadsheet Analysis
Task 4: Create a Graph
Task 5: User Manual
Task 6: ICT Report
Print Task Sheet

**Project 8 – My Class**
Task 1: Data Collection
Task 2: Create a Database
Task 3: Using Queries
Task 4: Create Reports
Task 5: Design a Form
Task 6: ICT Report
Print Task Sheet

**Project 9 – Kingshurst Estates**
Task 1: Create a Database
- Houses for sale

Task 2: Customer Queries
Task 3: Design a Form
Task 4: Manager's Report
Task 5: ICT Report
Print Task Sheet

**Project 10 – ICT in Society**
Task 1: Brainstorm
- Supermarkets

Task 2: Research your Project
- Information sources

Task 3: Perform an Interview


©2003 3E's Enterprises (Trading) Limited.

Task 4: Perform your Presentation
Print Task Sheet

**Project 11 – Hazards of Smoking**
Task 1: Research
- Information sources

Task 2: Create a Poster
- Poster design board

Task 3: Create a Leaflet
Task 4: ICT Report
Print Task Sheet

**Project 12 – Planning a School Trip**
Task 1: Pick a Trip
- School trip budget plan example

Task 2: Spreadsheet Changes
Task 3: Information Letter
Task 4: Trip Information
Task 5: Trip Management System
Print Task Sheet

**Project 13 – Kingshurst Travel 2**
Task 1: Create a Database
- Kingshurst travel holidays information

Task 2: Database Changes
Task 3: Create Queries
Task 4: Forms and Reports
Task 5: Perform your Presentation
Print Task Sheet

**Project 14 – Car Park Design**
Task 1: Design a Data Collection Form
Task 2: Design a Questionnaire
Task 3: Collecting Data
- Car park builder

Task 4: ICT Report
Print Task Sheet

**Project 15 – Art Gallery**
Task 1: Security Guides
- Circuit designer

Task 2: Gallery Alarm
Task 3: ICT Report
Print Task Sheet

## Tutorial Breakdown

**Word Tutorial**
1. Word Processing
- What is a word processor?
- How do I print and save a document?

2. Inserting and Editing Text
- How do I use bold?
- How do I use italics?
- How do I use underline?
- How do I change fonts, sizes and colours?
- How do I cut and paste text?

3. Inserting and Editing Images
- How do I insert an image?
- How do I copy and paste an image?
- How do I use the draw tools?

4. Presenting Information
- How do I create tables?
- How do I insert columns in a table?
- How do I insert rows in a table?
- How do I insert columns on a page?

5. Word Activities
- Activity 1 – Editing text
- Activity 2 – Inserting a picture
- Activity 3 – Create a newspaper article
- Activity 4 – Icon match-up

**Spreadsheet Tutorial**
1. Spreadsheets
- What is a spreadsheet?
- What can I make?
- How do I format text and cells?
- How do I print and save my spreadsheet?

2. How to Use Simple Formula
- How do I add up?
- How do I subtract?
- How do I multiply?
- How do I divide?

3. How to Use Functions
- How do I perform averages?
- How do I count lists of numbers?
- How do I count lists of text?
- How do I find the highest number?
- How do I count the number of instances?
- How do I sort my cells?

4. How to Create Graphs
- How do I create graphs and use the graph wizard?

5. Spreadsheet Activities
- Activity 1 – Insert the missing words
- Activity 2 – Match the function
- Activity 3 – Change the formulas
- Activity 4 – Icon match-up

**Database Tutorial**
1. Databases
- What is a database?
- What are tables, records and fields?

2. Creating a Database
- How do I create a new database file?
- How do I create a table?
- How do I insert a record?

3. Creating Queries
- How do I do simple queries?
- How do I do multiple queries?
- How do I use the wildcard?

4. Creating Forms
- How do I use the form wizard?

5. Creating Reports
- How do I use the report wizard?

6. Database Activities
- Activity 1 – Select the correct data type
- Activity 2 – Adding records
- Activity 3 – Designing queries

**Paint Tutorial**
1. Paint
- What is Paint?
- How do I save a file?
- How do I make a new file?
- How do I open an existing file?

2. Using the Drawing Tools
- How do I draw with a pencil?
- How do I draw with a brush?
- How do I use the spray tool?
- How do I draw shapes?
- How do I draw lines?
- How do I change colours?

3. Using Colours
- How do I use the fill tool?
- How do I use the colour picker?
- How do I use the eraser?
- How do I create a custom colour?

4. Object Manipulation
- How do I flip and rotate objects?
- How do I stretch and skew objects?

5. Cut, Copy, Paste and Zoom
- How do I use the cutting tool?



©2003 3E's Enterprises (Trading) Limited.

- How do I use the zoom tool?
- How do I copy and paste objects?

6. Paint Activities
- Activity 1 – Identify the tools
- Activity 2 – Insert the missing words
- Activity 3 – Icon match-up

**Presentation Tutorial**

1. Presentation
- What is Presentation?
- Different uses of Presentation
- How do I save my slideshow?
- How do I open an existing slideshow?
- How do I make a new slideshow?

2. Creating a Slideshow
- Selecting a slide layout
- Changing the background design

3. Using Text
- How do I insert text?
- How do I move text?
- How do I format text?
- How do I use bullet points?
- How do I use numbering?

4. Using Images
- How do I insert an image?
- How do I draw images?
- How do I flip and rotate images?

5. Slideshow Animations
- How do I use slide transitions?
- How do I use custom animations?
- How do I play my slideshow?

6. Presentation Activities
- Activity 1 – Create a slide
- Activity 2 – Create a slideshow
- Activity 3 – Icon match-up

**Internet Tutorial**

1. The Internet
- What is the Internet?

2. Using the Internet
- What is the World Wide Web?
- What is on the toolbar?
- What is a search engine?
- How do I search the Internet?
- What is Email?

3. Internet Activities
- Activity 1 – True or false?
- Activity 2 – Internet hangman
- Activity 3 – Icon match-up

## Help Section

1. Help on Using this Package
- Getting started: The home page
- The projects area
- The tutorials area
- The teacher guidance area
- Tips on using the package

## Teacher Guidance Section

1. About this Package
2. National Curriculum Levels
3. Guidance on Individual Projects
4. Mapping Grid
5. Assessment Feedback
6. Assessment Tracking Grid
7. Assessment Tracking Grid: User Guidelines
8. A Key Skills Solution
9. Suggested Schemes of Work
10. Package Contents
11. Complete Booklet


©2003 3E's Enterprises (Trading) Limited.